

**THE USE OF ANIMATION VIDEOS TO IMPROVE THE STUDENTS'  
VOCABULARY ACHIEVEMENT OF THE SEVENTH-GRADE  
STUDENTS AT SMP MUHAMMADIYAH 1 METRO**

**(An Undergraduate Thesis)**

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## **ABSTRACT**

### **THE USE OF ANIMATION VIDEOS TO IMPROVE THE STUDENTS' VOCABULARY ACHIEVEMENT OF THE SEVENTH-GRADE STUDENTS AT SMP MUHAMMADIYAH 1 METRO**

**By**

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This research aimed to improve students' vocabulary achievement through animation videos and investigate students' responses to the use of animation videos. The samples were 25 students of class VII at SMP Muhammadiyah 1 Metro. This research was quantitative. The instruments used in this research were vocabulary tests and questionnaires. This research used one group pre-test and post-test designs. Firstly was the vocabulary tests to test the significant improvement of the student's vocabulary achievement after the student taught through animation videos. The pre-test and the post-test used are multiple-choice questions. Secondly, the questionnaire was given at the end of the research as supportive data, displayed using the Guttman scale. This research showed that the student's average progress score from the pre-test was 40.24 became 73.43 in the post-test, and the gain score was 33.19. The t-value was higher (10.688) than the t-table (2.060); And, the significance value was 0.001 is less than 0.05 ( $0.01 < 0.05$ ) could inferred that  $H_a$  accepted. The results of the questionnaire to answer the second research question showed that most of the students responded well to learning new vocabulary through an animation video. Then, the student's responses to using animation videos were classified as positive. Therefore, based on the result, it is concluded that animation videos effectively improved the students' vocabulary.

***Keywords: Vocabulary, Vocabulary achievement, Animation Video, Students responses***

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**Submitted in a Partial Fulfillment of  
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In  
The Language and Arts Education Department of  
Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM  
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION  
TEACHER TRAINING AND EDUCATION FACULTY**

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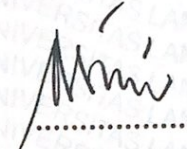
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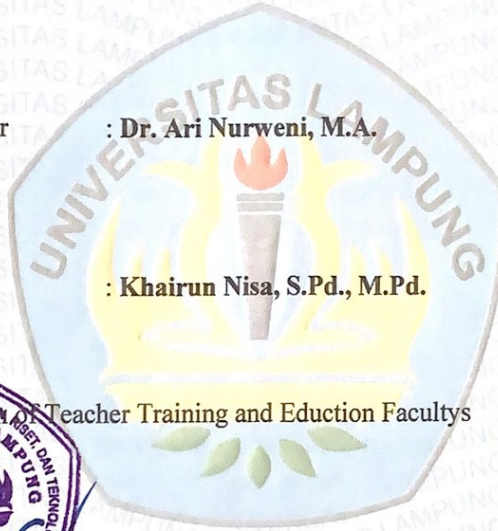
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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## **CURRICULUM VITAE**

Hervina Arnetta was born in Metro on September 6th , 1999. She is the third child from a genuine-warm-hearted couple—Heri Ashari and Sri Astuti. She has three siblings alive, one sister named Desnaniar Agustia, one brother named Reflyan Ibnu Majah and her younger brother, Kairo Nazriel Ilham.

She began her first education at TK Aisyiyah Bustanul Athfal in 2004, after that she continued her study at SDN 1 Metro Barat and graduated in 2012. In the same year, she was accepted at SMPN 4 Metro and finished in 2015. Then, in 2016 she pursued her study at SMAN 1 Metro and graduated in 2018. Last, she decided to continue her study in the English Education Study Program of Teacher Training and Education Faculty at Lampung University. She was accepted in 2018 by having SNMPTN.

She was truly grateful that at the february of 2021, she was teaching at SMPN 7 Metro as an English teacher to fulfill her duty in the pre-service teacher program of her college. It was a very meaningful experience for her even though the learning process was held by the online section. It did not let her down yet it motivated her to teach the students with all of her best. She felt the happiest feeling by sharing positive vibes in her surroundings.

## **DEDICATION**

*Whole-sincerely devoted to all great teachers who instil hope, dreams, and future,  
my patient advisors, my beloved parents, siblings, and all the kindest people  
involved.*



## **MOTTO**

It is our choices that show what we truly are far more than our abilities.

-JK Rowling-

You are the main character of your life. It's time to show your audiences how spectacular you are.

-Netta-

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Having completed this work, the author realized that there are some individuals who always supported and gave her a generous suggestion in conducting this paper; as that matter, the author would like to reveal her sincerest gratitude and honor to:

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Finally, the author hopes that this work will be beneficial to the readers and will be helpful as a reference for further researchers who want to conduct similar research.

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2022

The Author,  
Hervina Arnetta

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# CHAPTER I

## INTRODUCTION

This chapter presents the background of the topic, the research question, the research objective, and the research's uses.

### **1.1 Background of the Topic**

Learning a new language cannot be detached from learning its vocabulary. According to Rohmatillah (2014), mastery of vocabulary is one of the essential aspects of foreign language learning. To communicate well in a foreign language, one must have sufficient vocabulary and know how to use it correctly. Vocabulary is one of the elements that cannot separate from language learning since it links the four language skills: listening, speaking, reading, and writing.

"Vocabulary also been an important issue for teachers and students in learning a foreign language" (Susanto, 2017). Understanding a written or spoken text will largely depends on your vocabulary proficiency. If you have enough vocabulary, you will easily understand the points, whether it is delivers in a written text or the messages shown in spoken. Otherwise, you will not understand anything.

We know what we want to say, but it is often difficult to find the right words. Therefore, the degree of vocabulary mastery becomes one of the indicators to measure the depth of a person's knowledge. As Wilkins (1972) said, without grammar, there is very little that can be conveyed; without vocabulary, nothing can be said. This statement is also in line with Krashen's (1985) point of view; he believes that learners do not carry grammar books in their pockets but keep dictionaries.

Traditionally, teaching vocabulary introduces students to new words in the text by providing them with a list of new terms provided by the meaning in their native language. Then, the teacher gives the students time to memorize the words. After a while, the teacher checks their understanding by asking them to perform the vocabulary again or asking about the meaning of the language they just learned.



Scott (2002) commented that teaching vocabulary is not always responsive, and teachers have not fully realized the great communicative advantages of developing a large vocabulary. In the process of teaching and learning, teaching vocabulary is usually inserted into the understanding of language skills, those are listening, speaking, reading, and writing. In the teaching and learning process, the teacher usually introduces the new words they may find in the text to the students; then, the teacher gives the meaning of the words in the student's mother tongue. Therefore, many students think learning vocabulary is learning a list of new words and attaching their purpose to their mother tongue. They lack the knowledge of how to use these words in real contexts.

Most students have realized the importance of vocabulary in learning foreign languages. They also have strategies to improve vocabulary. Usually, they carry a bilingual dictionary with them wherever they go. As soon as they encounter unfamiliar words, they will find new meanings of these words in the dictionary and write them in their notebooks. But after a while, they quickly realized that this is not an effective way to improve their vocabulary achievement.

Students will feel bored and frustrated learning this way because they often forget to write. Sometimes this situation may cause them to conclude that their memory is poor, forcing them to lose motivation. Allen (1999) commented that teaching vocabulary is assumed to be assigned, defined, and tested, and does not improve students' speaking, reading, and writing language, rather than looking up words in a dictionary.

At this time, especially in Indonesia, it is quite challenging for students to produce vocabulary in a broad context; these students generally provide it. Vocabulary can be quite general, as examples of objects around them; therefore, this research focuses on vocabulary achievement. Basic English learners usually face some obstacles when learning English. The pronunciation problems are caused by the different elements between English and Indonesian and the further distribution of phonetic features between English and Indonesian (Wiwiek, 2018).

Vocabulary can be roughly defined as words that we teach in foreign languages. The key is that we can teach vocabulary directly by implementing or taking direct action on the meaning of the vocabulary. Schmitt & McCarthy (1997) pointed out that knowing the definition of a word means knowing how often it appears, its appropriateness in different situations, its syntactic behavior, its potential forms and derivations, its word associations, and its Semantic features.

Multimedia has attracted a lot of attention. People have been paying more attention to English teaching as a communication mechanism. In theory, adding other technologies has played a profound role in promoting real communication. In a sense, the effectiveness of media channels in sending information improves communication and understanding (Dwyer, 1978). Multimedia technologies (such as television, computers, the Internet, e-mail, video cassette recorders (VCR), ready-to-use compact disc storage (CD-ROM), and interactive multimedia) help instructional technology integrate real-life situations with target languages into a language class.

Many researchers have presented strong evidence that multimedia benefits language learning because of its rich, and authentic understandable input.

With the help of innovative media and materials provided by multimedia, the language learning environment can be more joyful and dynamic and, at the same time, give more support to students in the vocabulary learning process. It seems complicated to learn a new vocabulary with such a large number of words just by looking up a word or a term in the dictionary. Therefore, it is necessary to use media to introduce words. This media uses animated videos to present new words and vocabulary.

Wood (2001) mentions that as a tool, animated pictures allow students to focus more on vocabulary because animated graphics are interactive and involve almost all senses. While trying to understand the meaning of the words associated with the scene they watched on the screen, the students were simultaneously exposed to the word's pronunciation and the written form.

Using animation video to observe what is involved in the process can melt the atmosphere of the teaching and learning process, be used as a simple tool for vocabulary learning, and the pronunciation of English dialogue as a tool for justifying wrong words without creating insecurity for students.

In this era, English is considered the first foreign language, taught mainly in Junior High Schools (SMP) in the Indonesian education system. So that in the way described above, it is easier for students to understand what is being learned, the learning process is more interesting, and can stimulated students to observe and try to do it actively.

However, English is not the national language of Indonesia, and mastering foreign language vocabulary for students is challenging. Based on the researcher's experience teaching practice program (PLP) at SMP Negeri 4 Metro in 2021, the researchers found that most of the students whose English vocabulary was lacking made them not confident in speaking English and tended to be afraid. Therefore, the researcher hopes the use of animation videos can be a new way to improve English vocabulary, entitled "*The Use of Animation Videos to Improve The Students' Vocabulary Achievement of The Seventh-Grade Students at SMP Muhammadiyah 1 Metro*".

## **1.2 Research Question**

1. Is there any significant improvement in students' vocabulary achievement after the students are taught through animation video?
2. What are the students' responses after taught through animation video?

## **1.3 Objective of the Research**

1. To find out the significant improvement of the students' vocabulary achievement after taught through animation video?
2. To find out the students' responses after they are taught through an animation video.

#### **1.4 The Uses of the Research**

The researcher hopes that the results of this research can positively impact English language lessons, especially for achieving vocabulary and be useful for future research studies. The researcher divides the contribution as follows:

1) Theoretical:

To be used as a reference for other research, specifically language education researchers, to understand the effectiveness of using animation videos to improve vocabulary achievement.

2) Practical:

This study makes students understand the material and gives information and knowledge about implementing media such as audio-visual media in teaching English.



## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discusses the review of the literature related to the research. The first part is a review of the previous studies. The second part is a summary of the theoretical assumption. And last part is about the hypothesis.

#### **2.1 Review of the Previous Studies**

Some research studies have been found to compare the use of animation videos to improve vocabulary achievement. The researcher has read several studies that related to the research, and all those studies used video as the media for learning English vocabulary proses. There are previous studies such as (Ika, 2012; Indah, Nasrullah, Sofia, 2018; Solikhah & Aditama, 2018; Setyatama, 2019)

Animation Video to improve students' vocabulary mastery. Ika (2012) pointed out that determining whether and to what extent animated videos can improve students' vocabulary mastery. This study is a classroom action research conducted on the sixth-grade students of MIN Nglunge, Polandharjo.

The study results show that animated videos can improve students' vocabulary mastery. These indicators can be seen: students can spell vocabulary, most students can pronounce correctly, students can grasp the meaning well, students recognize vocabulary. Consistent with the research results, the researchers believe that animated video is an effective presentation technology that can improve students' learning enthusiasm and achievement in vocabulary learning.

In teaching Vocabulary to Young Learners by using Animation Video. Indah, and Nasrullah, Silfia (2018) stated that is to find whether the use of animation video can improve vocabulary mastery of grade IV students of SD Negeri 2 Baruga.

This research was a classroom action research that uses animated videos to teach vocabulary to young learners. The research was conducted in two cycles; each consisted of three meetings. The subjects of this study are the fourth graders of

SD Negeri 2 Baruga, with eight boys and 22 girls. The instruments used in this study include observation sheets for teacher and student activities and vocabulary tests. Researchers have found that using animated videos to teach English can improve students' vocabulary. After conducting this study, the improvement in student performance can be seen; 93% prove that it has reached the definitive score. In addition, teacher-student activities accounted for 82.14% and 68.70%. In other words, the Vocabulary of SD Negeri 2 Baruga 4th grade students has been improved through animated videos.

The use of Short movies in teaching vocabulary to improve vocabulary mastery; Solikhah & Aditama (2018) expressed that they would like to know whether English short movies can improve the vocabulary mastery of the first-year students of SMA N 8 Surakarta in the 2017/2018 school year.

Students can easily understand and remember new vocabulary. The use method of this research was classroom research. Researchers participated in 26 students of XI A, including 16 girls and ten boys. The test is divided into pretest one and test two; the researchers analyzed the average score, and from the above explanation, the results showed any improvement. The average score of the pretest was 6.33, the first was 7.71, and the second test was 8.19.

The effectiveness of using Animation Video for Vocational High School Students to improve vocabulary mastery, Setyatama (2019) stated that to develop the second-grade students of VHS Nusa Putera 1 Semarang in the academic 2019/2020 by short-film or animation video to improve students' vocabulary mastery.

The method of this research was classroom action research in an online way. The test was given in pretest and posttest. The result showed the output of the significance value was  $= 0.320 \geq 0.05$ , and the mean scores of the experimental group pretest and posttest increased from 80.88 to 83.63. It means there was an increase but not significant.

A movie can improve students' vocabulary mastery; Huzairin, Kusumarajni, and Suparman (2019) surveyed 31 first-year students involved in SMAN 1 Way Jepara Lampung Timur 2018/2019 academic year.

The results showed that the vocabulary mastery of students whose level ( $p$ ) is lower than 0 and 05 ( $p=000$ ) had been significantly improved, and the average score of the students in the pretest was 56.75 points, which is an increase of 73.12 points in the posttest. Therefore, we can conclude that movies can improve students' vocabulary mastery.

By reviewing the previous studies, the researcher finds that animated videos can develop students' vocabulary skills. The difference between this research and other previous research was this research focuses on the student's achievement of vocabulary at the Junior High School level by using an educational video taken on the English Sing Sing Youtube Channel.

## **2.2 Concept of Vocabulary**

The review of the theoretical studies in this research includes the definition of vocabulary, the types of vocabulary, the material of vocabulary in Junior High School, the description of animation video, the types of animation videos, the advantages, and the procedure of teaching vocabulary.

### ***2.2.1 Definition of Vocabulary***

Vocabulary can be defined in many ways. Without vocabulary, people cannot express their feelings verbally or in writing proficiently. It means that when learning a new language, people must understand its vocabulary. Experts put forward some terms about vocabulary.

According to Hatch & Brown (1995), vocabulary refers to a list or set of words for a particular language or a list or group of words that individual speakers of a Language might use. Hatch & Brown (1995) also stated that vocabulary is the only system involved in alphabetical order. To communicate effectively using oral and printed language, learners must flexibly use words they recognize and

understand. In other words, vocabulary helps the learners to use a language, including English, in the form of oral and written language.

Richards & Renandya (2002) state the other definition of vocabulary. They say that vocabulary is a core component of language proficiency and provides many bases for learners speaking, listening, reading, and writing. Without extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve their potential. They may be discouraged from using language learning opportunities around them, such as listening to the radio, listening to a native speaker, using Language in a different context, reading, or watching television.

From the definition above, the researcher concluded that vocabulary is the basic knowledge and useful materials in the form of words that learners often use when learning a certain language. In the context of foreign language learning, vocabulary is a part of the language components, including content words. If the learner has mastered a lot of vocabulary and can use it effectively, it will be easier for them to communicate effectively with others.

### ***2.2.2 Types of Vocabulary***

According to Nation (2001), there are two kinds of vocabulary. They are receptive and productive vocabulary. Receptive vocabulary refers to the words that native speakers and foreign learners recognize and understand but hardly ever use, it is called passive vocabulary in either listening or reading. Productive vocabulary is utilized actively either in speaking or writing. One's listening vocabulary is generally larger than his speaking vocabulary while his reading vocabulary is relatively larger than his writing vocabulary. Therefore it can be concluded that vocabulary can be presented in four units. They are reading, listening, speaking, and writing.

Therefore, the researchers choose a receptive vocabulary as the teaching material in conducting the research. Reading vocabulary consists of the word found by people when they are reading. While listening vocabulary is the words that people hear and understand when they are talking to others or listening to radio or television.

### *2.2.3 Vocabulary Sizes*

The following section contains information on dealing with the number of vocabulary items. There will be several issues to be discussed regarding this statement.

#### 1. Vocabulary Required for First Language Learners

Nation and Waring (197:7) state that learners need to know the 3,000 or high-frequency words of the language. These words should be given priority until they are well learned before focusing on other words. They also said that after knowing these high-frequency words, the teacher's next focus was to help learners learn low-frequency words. Strategies that can implement are (1) guessing based on context and (2) using word parts and techniques to memorize foreign language-first language word pairs. One way to manage vocabulary is through indirect and incidental learning, such as extensive reading, problem-solving group work, and formal classroom activities. In addition, they add vocabulary frequency lists play an essential role in curriculum design and setting learning goals. It does not mean that the curriculum design should include it as a reference when considering the vocabulary part of the language curriculum; teachers need to have a reference list to judge whether a particular word is worthy of attention and whether the text is worthy of attention. Suitable for class.

#### 2. Vocabulary for Indonesian Language Learners

Several linguists have conducted many studies on the vocabulary size of Indonesian learners. Additionally, many researchers believe that a person needs at least 10.000 words to read multiple books in college. In addition, students' collocation knowledge is also very limited. Referring to the vocabulary data of Indonesian students' SMP, the researcher can see that the lack of students' vocabulary is very serious. The researcher can also assume Indonesian junior high school students have a vocabulary below 1.000 words.

The researcher points out that the vocabulary achievement of students in Indonesia should be improved so the main aim of the English teaching-learning process in Indonesia can be reached.

### 2.3 Content Words

Content words are useful in analyzing vocabulary. According to the phrase classification of Fries (1974:45), content words represent the names of topics or things, called nouns (books, chairs, and pens), and actions performed with these things are called verbs (swimming, sitting, and flying). These things The characteristics of, namely adjectives (big, strong, and sharp), and words that add more information about a place, time, and way, namely adverbs (morning and at school). The following is a further explanation of various content words:

#### 2.3.1 Noun

Macfadyen (2007) stated that nouns are words used to name people, animals, places, things, and abstract concepts. Nouns are sometimes defined according to the grammatical category to which they belong. This definition is often language-specific because nouns do not have the same class in all languages.

Nouns can also be recognized by using our five senses. For example, that room has tables, chairs, and books. However, this type of definition has been criticized by contemporary linguists for lack of information. To further explain, Macfadyen (2007) stated that nouns can be divided into six categories:

1. Concrete nouns are nouns that name anything or anyone that can be perceived through physical sense. Concrete nouns (pen) such as "*there is a pen on the table.*"
2. Abstract nouns are usually the names of quality, states, or actions.
  - a. Quality, such as *kindness, darkness, lightness, honesty, wisdom, and bravery*. For example: "*His kindness made me fall in love.*"
  - b. State, such as *childhood, youth, health, illness, death, and life*. Such as: "*he tells me that he misses his childhood.*"

c. Action includes *laughter, movement, judgment, struggle, fight, flight, and treatment.*

Example: "*The clinic's treatment is a very good one.*"

3. Proper nouns are names for specific people, places, or things. Proper nouns start with a capital letter, such as Mr. James and Jakarta, like:

(1) "*Mr. James is an English lecturer in my university,*"

(2) "*Jakarta is the capital of Indonesia.*"

4. Count noun is a noun with a singular or plural form. It refers to anything that can count. For example, fans and dolls. Such as: (1) "*There are two fans in this room*" and (2) "*There is a doll in my bedroom.*"

5. Uncountable nouns are nouns with no plural form and refer to things that count cannot as usual. Uncountable nouns always have singular verbs in sentences. Examples of uncountable nouns are sugar and sand, such as (1) "*I add some sugar for my cup of coffee,*" and (2) "*He built a sand palace on the beach.*"

6. A collective noun is a group of people, things, or animals that are together and talked about as a whole. Examples of collective nouns are committees and classes. Such as (1) "*The school committee is meeting today,*" (2) "*That class is noisy.*"

This research selects concrete nouns as vocabulary teaching materials and uses a short animated video. Using concrete nouns in vocabulary teaching is based on first-year students' knowledge of specific nouns.

### **2.3.2 Verb**

In many languages, verbs are deformed (modified in form) to encode tenses, aspects, emotions, and speech. The verb may also be consistent with the person, gender, or some parameters, such as its subject or object. According to Macfadyen (2007), verbs express actions or activities of the subject of a sentence. The verb has a temporal tense: present, which means that an action is being performed; in the past, it means an action that has been completed; in the future, it means an action to be performed. Example: "*Emma goes to school.*" In addition, the following are several verb types based on Ginger (2016):

1. Action verbs express specific actions and can be used when you want to perform or discuss someone doing something. For example: "*James plays football.*"
2. Transitive verbs are action verbs that always express feasible activities. These verbs always have a direct object, meaning that someone or something accepts the Action of the verb. For example: "*Emely wrote a letter for her husband.*"
3. Intransitive verbs are action verbs that always express feasible activities. These verbs always have no direct object, meaning that someone or something accepts the verb's Action. For example: "*The train arrives at 5 pm.*"
4. Irregular verbs are those verbs that do not use the regular spelling pattern of simple past participle verbs in the past
5. Regular verbs are those verbs that use the regular spelling pattern of simple past verbs and past participle verbs. For example: "*Zahira made a plate of fried rice yesterday.*"

According to the types of verbs above, select transitive verbs as the material for vocabulary teaching and use a short animation video. The reason is that transitive verbs are used in daily life, such as in conversation, reading, writing, etc.

### **2.3.3 Adjective**

An adjective is a "descriptive word" whose main syntactic function is to qualify nouns or noun phrases and provide more information about the referent. For example: "The book inside is big and heavy." Harmer (2004:37) defines adjectives as words that provide more information about nouns or pronouns. Adjectives are words that express the nature of the person or thing the noun refers to. According to Khamying (2007), there are eleven types of adjectives:

1. Descriptive adjectives are used to attribute or limit people, animals, things, or places to describe their characteristics. For example: "*The rich people live in a luxury house.*"



2. Proper adjectives are used to modify nouns based on nationality. For example: "*She hired a Chinese book.*" This adjective comes from proper nouns.
3. Quantitative adjectives are used to modify specific details of the number of nouns. For example: "*Brian ate a lot of rice at canteen yesterday.*"
4. Numeral adjectives are used to modify the specific details of nouns. The precise quantification is divided into three aspects: cardinal number (exact number), ordinal number (layer number), and multiplicative (double digit).
  - a. Cardinal number, such as: "*Our hand has five fingers.*"
  - b. Ordinal number, such as: "*My brother, the second son of my family.*"
  - c. Multiplicative numbers, such as: "*Some flowers are double.*"
5. Demonstrative adjectives are used to indicate or indicate specific nouns or pronouns that use adjectives, such as this, that, these, and those. For example: (1) "*That book belongs to Ali,*" and (2) "*I like those flat shoes.*"
6. Interrogative adjectives are used to ask about nouns or questions related to nouns, such as who, which, what, whose, and where. For example, (1) "*Whose bag is this?*" and (2) "*What color do you like best?*"
7. Possessive adjectives indicate who owns or owns things such as mine, yours, ours, his, hers, yours, and theirs. For example, (1) "*This is my bag,*" and (2) "*That is our class.*"
8. Assigning adjectives to modify nouns by dividing the noun into different parts. For example: "*Every soldier is in place on time.*"
9. Emphasized adjectives modify nouns by highlighting or emphasizing text. For example: "*Putra is her boyfriend.*"
10. Interjective adjectives are used to modify nouns by using interjections. For example: "*What kind of person is he!*".
11. Relative adjectives are used to modify nouns and combine sentences related to the first sentence and the first sentence. For example: "*Give me all the money that you have.*"

Based on the above 11 adjectives, the researcher used descriptive adjectives and numeral adjectives in vocabulary teaching because, according to the 2013 curriculum, they learned a quantitative adjective from SMP first-year students.

#### **2.3.4 Adverb**

Adverbs are words that change or simplify the meaning of verbs, adjectives, other adverbs, clauses, or sentences that change or simplify the expression, place, time, or degree. Adverbs are words like slowly, now, soon, and yesterday. Macfadyen (2007) said that adverbs could modify verbs, adjectives, other adverbs, phrases, or clauses. It provides information about the way, place, time, frequency, certainty, or other activity circumstances represented by the verb. Macfadyen (2007: 1-21) summarizes the category of adverbs into five, they are:

1. Adverbs of manners

These adverbs tell us how or how something happened. They answer the "how?" question. Such as relaxed, pleasant, loud, and fast. For example:  
(1) *"She speaks very loudly,"* (2) *"They solved the problem easily."*

2. Adverbs of place

These adverbs tell us where something happened. They answer the question "Where?" For example, besides, nearby, here and there. For example, (1) *"My school is near my house,"* and (2) *"They will come here."*

3. Adverbs of time

These adverbs tell us when something happened, such as now, later, soon, and tomorrow. For example: (1) *"She will be back soon,"* (2) *"She will go to Lampung tomorrow."*

4. Adverbs of frequently

These adverbs tell us how often something is done or happens, such as often, once, twice, and always. For example: (1) *"Ikhsan never smokes,"* (2) *"Helen always comes on time."*

5. Adverbs of degree

These adverbs tell us the degree or extent to which something is done or happened, such as fairness, opposite, and extraordinary. For example: (1) *"She is almost finished eating,"* (2) *"These cakes are amazing."*

Based on some kinds of adverbs, which are classified by Macfadyen (2007:1-21), the researcher uses the adverb of place. This topic is chosen by the researcher as the material in teaching vocabulary by using Short animation videos because, based on the curriculum, adverbs of place be achieved by the students of the first-grade students at SMP Muhammadiyah Metro.

## **2.4 Concept of Animation Video**

### ***2.4.1 Definition of Animation Video***

Animation videos/short films are effective media that can stimulate students' English skills, maintain their interest in learning, and provide the real language used in the film. An animation video/ short film helps teachers create an enjoyable classroom and excites students during the learning process Lowe (2004). In addition Bhavard in Gusparia et al. (2014), animated videos can improve students' English skills. He said that technology might provide many options that make teaching fun and more effective and improve students' progress.

From the statements above, the researcher concludes that animated short videos can improve students' English proficiency and scores. Therefore, animation videos are suitable media for cultivating students' abilities and using them in teaching.

### ***2.4.2 Types of Animation Video***

There are many types of animation, and the researcher will focus on three significant types of animation. Awad (2013) states that various kinds of classroom language can be used:

#### **1) Traditional Animation**

The film produced in this way was originally drawn on paper. Each frame is slightly different from the previous one to create the illusion of movement. These drawings are copied onto a transparent acetate fiberboard called a cell and then filled with a specified color or tone paint. Therefore, this technology is often referred to as paper/cell technology. This media first appeared in the 20th century. In the 21st century,

photographic or scanned structures have replaced hand-painted film frames.

## 2) Full Animation

Full animation refers to making high-quality traditional animated films with frequently used, detailed drawings and visible movement.

## 3) Computer Animation

Computer animation is a digital picture that can be created digitally. It focuses on processing images of people and objects moving and interacting. In addition, Bancroft (2016) defines a computer as a program that uses animation software to create and replicate a single frame. Animation software programs, such as Mice or Animator, are known for their usability. So the researcher will use this type; it is the most useful and accessible type in the classroom.

## **2.5 Concept of Teaching Vocabulary**

As a language, teaching vocabulary is an important aspect of language learning. It is almost impossible to learn a language without words; communication between people is based on terms. Both teachers and students agree that vocabulary acquisition is the core element of language teaching. Teaching vocabulary is considered one of the most discussed parts of teaching English as a foreign language (Susanto, 2017). Teaching vocabulary is very important because without vocabulary, nothing can be said. People need to express themselves in English, and most learners recognize the importance of vocabulary acquisition. This is why most of words need to be taught so that there are no communication problems due to a lack of vocabulary. Teachers must understand the characteristics of students. They also need to prepare skills and appropriate materials to achieve the goal of language teaching. Teachers should be creative and master the materials so students can understand and arouse their interest.

Generally, there are several techniques related to vocabulary teaching. However, if most English teachers want to show students new vocabulary or items, they

must remember some things. It means that English teachers want students to remember new vocabulary, and then they need to learn, practice, and modify it to prevent students from forgetting. The technology used by the teacher want students to remember new vocabulary then the students need to learn, practice, and modify depends on the content, time availability, and its value to learners (Takac & Singleton 2008). It gives teachers some reasons to use certain techniques when presenting Vocabulary. When submitting a planned vocabulary project, teachers use a combination of strategies instead of one design. In addition, teachers are advised to use as diverse a planned vocabulary display as possible (Pinter, 2006). The following are some vocabulary teaching techniques proposed by some experts.

### ***2.5.1 Teaching Vocabulary by Using an Object***

Teaching vocabulary by using an object can help learners remember vocabulary better because the memory of things and pictures is a very reliable and visual technology that can be used as a clue to remember words. The use of this technique includes the use of visual aids and presentations. (Takac and Singleton, 2008).

In addition, Gairns & Redman (1986) pointed out that the real object is suitable for beginners or young learners when presenting specific vocabulary. When the vocabulary is composed of particular nouns, it can the thing express the meaning. Introducing a new word by showing the object usually helps the learner to remember the word through visualization. You can use the items in the classroom or the things you bring to the classroom.

### ***2.5.2 Teaching Vocabulary by using Drilling, Spelling, and Active Involvement***

Drilling is used to making learners accustomed to the word form, especially how it sounds. Drilling should be clear and natural to familiarize learners with the word (Thornbury, 2002). Drilling is necessary since learners need to say the word to themselves as they learn to recall the words from memory. The main way of spelling is actually to remember words (Reed, 2012). Word spelling needs to be

considered since spelling forms of English words are not always inferred by the pronunciation. Employing this technique, the teacher encourages the students to find the word's meaning by elicitation (Takac & Singleton 2008). Elicitation maximizes learners' speaking opportunities and acts as a way of checking learners' understanding (Thornbury, 2002). This technique also includes personalization, using learners' words in a context or sentence related to their life. Related to the above methods, Pinter (2006) argues that teachers are suggested to conduct planned presentations of vocabulary as various as possible, so it is better that teachers present word meaning and form by combining more than one technique. In addition, (Takac and Singleton, 2008) point out that when choosing which methods to use in the classroom, teachers consider time availability, the content, or teaching material.

### ***2.5.3 Teaching Vocabulary by Using Drawing and Picture***

Teaching vocabulary by using drawing and pictures can be drawn either on the blackboard or the flashcard. Hornby (2000:1991) defines picture is a printing or drawing, etc. that shows a scene, a person, or thing. Then, Sinclair (1990:1080) in Collins Cobuild English Language Dictionary defined picture as lines and shapes that are drawn, painted or printed on a surface that show a person or something or scene and or photograph especially that are taken quickly. Furthermore, Longman Dictionary of temporary English (1987:56) states that picture is a painting, drawing, or a photograph. Gerlack, Vernon and Donald P. Ely (1980:274) adds that picture is a record or copy of real object or vent it represents. It may be in color or black and white. Then, picture is an artifact that reproduces the likeness of some object, usually a physical object or a person.

The latter can be used repeatedly in different environments if they are made of cards and covered with plastic. Picture can help young learners easily understand and appreciate the main points they have learned in class.

Many words can be introduced through illustrations or pictures. They are an excellent way to make the meaning of unknown words clear. They should be used as much as possible. The picture list includes posters, flashcards, flip charts,

magazine pictures, board pictures, stick figures, and photos. There are many sources of pictures for vocabulary teaching. Except for those drawn by teachers or students, they are a set of colored drawings for school use. The pictures cut from newspapers and magazines are also very useful. Nowadays, many readers, vocabulary books, and course books contain many attractive pictures showing the meaning of basic words. Teachers can use the learning materials provided by the school. They can also make their visual aids or use pictures from magazines. Visual support helps learners understand the meaning and helps make words easier to remember.

#### ***2.5.4 Teaching Vocabulary by Using Mime, Expression, and Gestures***

In essence, it can use not only to express the meaning of words found in reading paragraphs but also in oral activities, mainly communication. Many words can be introduced through pantomimes, facial expressions, and gestures. For example, the adjectives: "sad," "happy,"; pantomime, and take off the hat to teach. Some studies have emphasized the role of gestures in the first language (L2) acquisition (Alqahtani, 2015). refers. As we all know, "teaching gestures" can attract attention and make lessons more dynamic. Tellier (2007) analyzed French students' English lesson videos and identified three main roles of teaching gestures: class management (starting or ending activities, questioning students, requesting silence, etc.), evaluation to show errors, corrections, congratulations, etc. and explanations to indicate syntax, underline specific rhythms, explain new words, etc.

Teaching gestures appear in various forms: gestures, facial expressions, pantomimes, body movements, etc. They can imitate or symbolize something and help learners infer the meaning of spoken or expressed, provided they are clear and easy to understand. Therefore, this teaching strategy relates to understanding (Tellier, 2007). However, its effectiveness may depend on the type of gestures used by the teacher. For example, the learner's ignorance of foreign signs may lead to misunderstandings (Hauge, 1999; Sime, 2001). In addition to supporting understanding, teaching gestures may also be related to the learner's memory process. Many language teachers who use gestures as a teaching strategy claim

that gestures help learners in the process of memorizing the first Language. Many learners have noticed that when teachers make gestures related to vocabulary items in class, learners can easily remember words. Others have seen learners repeat this gesture spontaneously when they say the word. Therefore, the influence of gestures on memory has been witnessed by many people, but it is rarely explored based on systems and experience (Tellier, 2007).

#### ***2.5.5 Teaching Vocabulary by Using Enumeration and Contrast***

An enumeration is a collection of items, a complete ordered list of all items in the collection. It can be used to express meaning. In other words, this technique helps any word difficult to explain visually. We can say "clothes" and justify this by enumerating or listing various items. The teacher may list some clothes, such as dresses, skirts, pants, etc., and then the word "clothes" will become clear. For example, the same is true for "vegetables" or "furniture" (Gruneberg & Sykes, 1991). Some words are easy to explain to learners by comparing them with their opposites; for example, the word "good" is compared with the word "bad." But some words are not. It is almost impossible to compare words that are opposite to gradable words. When the "white" character is compared with the "red" character, there is a "middle" character, "pink." In addition, the verb "contrast" means to show differences, such as a photo showing how much weight someone has lost by comparing "before" and "after" photos. More research has also shown that if the vocabulary is similar to what has already been learned, it is best to obtain it (Alqahtani, 2015). It's not surprising that learning synonyms are a way to expand your vocabulary. Learning synonyms is also very important because this is how the dictionary is organized. Leaving aside bilingual dictionaries, monolingual dictionaries essentially use words to explain words.

#### ***2.5.6 Teaching Vocabulary through Guessing Context***

L1 and L2 reading experts have widely recommended context guessing to deal with unfamiliar words in unedited choices (Dubin, 1993). Alqahtani (2015) states that there are two types of contexts. The first is the context within the text, including the morphological, semantic, and syntactic information in a specific



text. The second is the general or non-text context, which is the reader's background knowledge of the topic. Alqahtani (2015) believes that the specific background is other words and sentences surrounding this word, and other words in the context of unfamiliar words usually reveal their meaning. These additional words can be found in sentences other than sentences containing unknown words or sentences with unknown items. Learning from the situation includes learning from extensive reading, participating in conversations, and learning from stories, movies, TV, or radio (Nation, 2001). There should be four available elements to activate guessing in written or spoken text: reader, text, unknown words, clues in the text, and some knowledge about thinking. In addition, this technique encourages learners to take risks and imagine as much as possible about the meaning of words they don't know. This strategy will help them build their self-confidence to figure out the meaning of words when they are independent. Learners can use many cues to establish a purpose for themselves, such as illustrations, similarities in spelling or pronunciation in their native language, and general knowledge (Walters, 2004).

### ***2.5.7 Teaching Vocabulary through Short Animated Video***

To improve students' vocabulary achievement, researchers want to introduce the application of animation video as media in teaching vocabulary. The researchers aim for animation videos to make it easier for students to improve their vocabulary achievement. Here are the steps to learning vocabulary through short videos: The first step is for the teacher to start the class. In this activity, the students prepare to watch a short animated video. Then the teacher brainstorms to cultivate the students' background knowledge of vocabulary, especially verbs, adverbs, nouns, and adjectives. Next, the teacher formed a character, background, and plot focused on the story for the students. The short animated video is shown to the end, at which time the teacher can play the short animated video twice. The last step is for the teacher to evaluate the students of the short animated video given before. According to the above vocabulary teaching procedure, the teacher assumes that the following activities will be used in the classroom.

## **2.6 The Advantages of Using Animation Video in the Teaching-Learning Process**

### 1. Animation video is a useful tool in the learning process

According to Amjad (2018), there are many advantages for students, including a) strengthening students' talents and skills. b) A reliable tool for teaching the basics of animation. c) Promote creativity and motivate students. d) Incorporate animation into different themes to create more attractive presentations. e) Develop storytelling skills.

### 2. It makes the learning process faster

Animation can help students learn faster and easier. In addition, they added that it is an excellent aid for teachers to teach students difficult subjects, such as science and mathematics (Hegarty & Sims 1994)

### 3. Effective for saving time

Stephenson (1994) states such a system (animation system) can reduce time on average by 33% and help "quality" learning, that more good than traditional techniques. An argument by Stoney & Oliver (1998) also supports this view that computers can save effort from painting, shading, and lighting, and accurate and consistent lighting effect calculations rather than animators.

## **2.7 Procedure of Teaching English Vocabulary by Using Animation Video**

Using animated videos in vocabulary teaching to help teachers and students learn, there are some activities for learning vocabulary through animated videos that can be applied to the classroom. Teachers must deliver materials through animation videos in an appropriate way. Teachers and students must carry out pre-activities; at the same time, activities and post-activities must clarify the process of teaching vocabulary. There are some activities:

### 1. Pre-activity

In the pre-activity, the researcher comes to the classroom and does a greeting; the researcher asks students to pray together, and the researcher

checks the students' attendance list. After that, the researcher asks about their previous material; then, the teacher gives questions to students randomly regarding the material to be taught.

### 2. While-activity

During while-activity, the researcher explains the material of that day and asks the student to prepare a piece of paper and a pen; after that, the researcher informs the students to see the video that will be shown and must pay attention and focus. When the video is playing, students must write the English vocabulary in the video and guess what the vocabulary means.

### 3. Post-activity

In post-activity, the researcher asks the students to outline what they have got from the video. Of all the existing students, the researcher gave a gift to the student who got the best vocabulary achievement as a form of appreciation. The researcher and students concluded the lesson, asked the students about the learning material that had been learned, and answered their questions from the students after the teacher closed the class.

## **2.8 Theoretical Assumption**

Vocabulary is a list of sets of words for a particular language or a list or group of words that individual speakers might use Hatch & Brown (1995). Based on the theories above, the researcher assumed that vocabulary is one of the important parts of being able to communicate or express their feeling to others. Therefore, the teacher should have appropriate media for teaching vocabulary. It made students easier to improve their vocabulary. Animation videos are good media that impact students' understanding of learning vocabulary because they can see and hear directly. Hence, the students easily accept the information and are interested and active in the teaching-learning process.

Therefore, the researcher is interested in implementing animation videos/short movie that could improve students' vocabulary achievement for the seventh-grade students at SMP Muhammadiyah 1 Metro.

## **2.9 Hypothesis**

The hypothesis should be stated in clear terms. Furthermore, the hypothesis can make a clear question of this research. The hypothesis in this research is the alternative hypothesis (Ha). The formulated hypothesis is described:

Ha: There is a significant improvement in students' vocabulary achievement after being taught through an animation video.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

The researcher used quasi-experimental research. This chapter presented the research design, data source, research variable, the instrument of the study, method of collecting data, validity and reliability, data analysis, and hypothesis testing.

#### **3.1 Research Design**

This research was quantitative with a quasi-experimental method using a one-group pretest-posttest design. It intended to determine whether the students' vocabulary achievement could improve after taught through animation videos. The research design can be presented as follow:

O1 X O2

Description:

X: Treatment ( Given an animation video in the learning process)

O1: Pre-test (Before being given an animation video)

O2: Post-test (After being given an animation video )

(Sugiyono, 2016. 111)

The research design above tells the first step given to students is a pre-test. The pre-test is a test carried out on students before being given treatment. The treatment of this research used animation videos; the selected animation videos was based on the syllabus, which the researcher took from the English Sing Sing Youtube Channel with things around us, animals, and public place as topics. The treatment was done for three days. After getting the treatments, the student was given a post-test.

The post-test is a test that students do after getting the treatment. The purpose of this post-test is to analyse whether there is an improvement in students' vocabulary achievement in the learning process using video animation.

### **3.2 Data Source**

Data sources such as a population and sample are necessary for research. The population collects all the measured values and objects of the individual under study. The population of this research was seventh-grade students of SMP Muhammadiyah 1 Metro in the 2021/2022 academic year. On the other hand, a sample is a part of the population obtained through use. Then VII D was taken as the sample of this study with 25 students.

### **3.3 Research Variable**

Variables are the objects used for research, and their forms are abstract and real. In addition, variables are things that researchers measure, control, or manipulate in research. Brown (1988) has five types of variables in statistical language research: dependent variables, independent variables, moderating variables, power variables, and intervention variables. In this research, the researcher focused on the independent and dependent variables.

#### ***3.3.1 Independent Variable***

The independent variable is the variable that causes or changes the dependent variable. This variable affects another variable. Therefore, the independent variable of this research was the application of the animation video.

#### ***3.3.2 Dependent Variable***

According to Kaur (2013), the dependent variable is the variable that is affected by the independent variable. The dependent variable of this research was students' vocabulary achievement. So, students' vocabulary achievement is the dependent variable of this research.

### **3.4 Instrument of the Study**

An instrument is a tool for collecting data. Several methods can be used to manage data. There are tests and questionnaires. The tools used in this research

were testing and surveys. The researcher used multiple-choice tests with thirty questions as a research instrument. Researchers use tests (pre-test and post-test) and questionnaires. The meaning of the exam is to measure a person's score and ability to practice.

In the other case, the researcher administered the try-out test before doing the pre-test and implementing the method to determine the test's validity and reliability. The researcher dropped and changed some questions that were not good for the students. Based on the result, 18 questions must drop from the try-out test, and 32 questions were administered. Then, the researcher used 30 questions for the pre-test and post-test.

Table 3.1 Specification of the Vocabulary Try-Out Test

| No.          | Word Classes | Item Number  | Total | Percentage of item |
|--------------|--------------|--|-------|--------------------|
| 1.           | Noun         | 7,8,9,10,11,13,14,15,17,18, 19, 23,24,26,28,29,33,34,36,41 | 20    | 40%                |
| 2.           | Verb         | 1,4,5,6,16,20,22,25,27,30,32, 39,40,42,43                  | 15    | 30%                |
| 3.           | Preposition  | 2,3,12,21,31,35,37,38,44,45,46, 47,48,49,50                | 15    | 30%                |
| <b>Total</b> |              | <b>50 items</b>  |       | <b>100%</b>        |

The table above shows that the researcher prepared 50 questions as a try-out test with 20 noun questions, 15 verb questions, and 15 preposition questions.

Table 3.2 Specification of the Vocabulary Pre-test

| No.          | Word Classes | Item Number                     | Total | Percentage of item |
|--------------|--------------|---------------------------------|-------|--------------------|
| 1.           | Noun         | 2,3,4,5,11,12,16,17,18,20,25,30 | 12    | 40%                |
| 2.           | Verb         | 1,6,7,8,13,14,15,19,22,23,24,28 | 12    | 40%                |
| 3.           | Preposition  | 9,10,21,26,27,29                | 6     | 20%                |
| <b>Total</b> |              | <b>30 items</b>                 |       | <b>100%</b>        |

The table above shows that from the 50 questions the researcher had prepared, the researcher got 30 questions that can be used as a pre-test of students' vocabulary achievement. So, the instrument use in conducting the research is vocabulary with 12 numbered noun questions, 12 numbered verb questions and 6 preposition questions.

Table 3.3 Specification of the Vocabulary Post-test

| No.          | Word Classes | Item Number                      | Total | Percentage of item |
|--------------|--------------|----------------------------------|-------|--------------------|
| 1.           | Noun         | 2,7,8,9,10,11,12,17,18,20,21,25  | 12    | 40%                |
| 2.           | Verb         | 3,4,6,13,14,15,16,19,22,24,29,30 | 12    | 40%                |
| 3.           | Preposition  | 1,5,23,25,26,27,28               | 6     | 20%                |
| <b>Total</b> |              | <b>30 items</b>                  |       | <b>100%</b>        |

The post-test questions used by researchers are the same questions used in the pre-test, 30 questions with the same number of 12 numbers for noun questions, 12 numbers for verb questions, and 6 numbers for preposition questions with the position of the questions that have been randomized.



### 3.5 Method of Collecting Data

There are several steps in this research for collecting the data. In this research, the researcher did five meetings during the research. The first meeting was when the students did the pre-test, the second meeting until the fourth meeting was the students' treatment, and the last meeting was for the students to do the post-test. From the description above, it concluded that the activities are as follows:

Table 3.4 The step of the activity

| No. | Activity Description   | Date                           |
|-----|--|--------------------------------|
| 1.  | The first meeting, the researcher asking permission from the school to be researched                 | 22nd April 2022                |
| 2.  | The second meeting, the researcher gave the Try-out test to another class (VII A)                    | 25th April 2022, at 07.15 a.m. |
| 3.  | The third meeting, the researcher gave the pre-test to the students (VII D)                          | 12th May 2022, at 07.15 a.m.   |
| 4.  | The fourth meeting, the researcher gave the first treatment to the students (VII D)                  | 18th May 2022, at 07.15 a.m.   |
| 5.  | The fifth meeting, the researcher gave the second treatment to the students (VII D)                  | 19th May 2022, at 07.15 a.m.   |
| 6.  | The sixth meeting, the researcher gave the third treatment to the students (VII D)                   | 19th May 2022, at 08.45 a.m.   |
| 7.  | At the last meeting, the researcher gave the post-test and the questionnaire to the students (VII D) | 25th May 2022, at 07.15 a.m.   |

Based on the table above, the researcher did several steps. First, the researcher met the headmaster of SMP Muhammadiyah 1 Metro to ask permission to conduct the research at SMP Muhammadiyah 1 Metro for approximately a month. Second, the researcher conducted the try-out test in class VII A before the conducted

research in class VII D. Third; the researcher conducted the pre-test in class VII D to explore the data of students' vocabulary achievement before getting the treatment through an animation video. Fourth, the researcher conducted the treatment (the students learned vocabulary through animation video). The treatment was completed in three meetings. The researcher gave material through a video then the students listened and looked into the screen; after that, the researcher explained and reviewed what the video was about. Last, the researcher conducted the post-test on the students. Then, the student answered a questionnaire that the researcher had prepared. The form of questions is 30 numbers with multiple choice.

### ***3.5.1 Pre-test in this research***

The pre-test is the first test that giving before a treatment. The exercise of the pre-test was about the vocabulary aspect. The purpose of the pre-test was to measure students' vocabulary achievement and vocabulary ability before receiving treatment by watching a short animated video.

The researcher gives the test based on the short animated video material. The form of question tested were 30 numbers in multiple choices focused on things, animals, and public places for 30 minutes.

### ***3.5.2 Treatment in this research***

The treatment is the activity that students do after the pre-test. In this treatment, the students learn vocabulary through an animation video. The meeting of the treatment was three meetings, the researcher taught the material through a short video about things, animals, and public places theme, and the students listened and paid attention to the screen; after that, the researcher asked, explained, and reviewed the material. The time that the researcher did in this treatment was around 45 minutes in every treatment.

### ***3.5.3 Post-test in this research***

The post-test is a test after getting the treatment. The purpose of the post-test is to know the students' scores and abilities after getting the treatment. The researcher used animation videos through the youtube platform as media to improve students'

vocabulary achievement during the treatment process before the post-test. The form of question tested was 30 numbers shuffled in a multiple-choice that focused on things, animals, and public places. The student did the post-test in 30 minutes. The post-test can show whether there is an improvement or difference in the student's score and students' vocabulary achievement.

#### ***3.5.4 Questionnaire in this research***

The questionnaire is a set of several questions arranged to obtain the required information from the respondents. The purpose of the survey is to find out students' responses and whether animated videos are helpful to students or not. The researcher used the Guttman scale for each question item has a scale that yes or no answer. The researcher provided the questionnaire form then students must answer all questions by checking the yes or no section.

### **3.6 Validity and Reliability**

#### ***3.6.1 Validity***

The test can be valid or effective if the test measures the object under test and meets the standard, Hatch and Farhadi (1982: 250). According to Hatch and Farhadi (1982:251), there are two basic types of validity, namely content validity and construct validity. To measure whether the test has good validity, the two kinds of validity are analysed:

1. Content Validity

Hatch and Farhadi (1982:50) stated that content validity concerns whether the test is sufficiently representative and comprehensive. The focus of the content validity is the adequacy of the sample and simply on the material. It means the material should be based on the basic competence in the syllabus of the first grade of Junior High School. The researcher made the test and lesson plan based on basic competence.

2. Construct Validity

According to Setiyadi (2013:25), construct validity is needed for the test instrument, which has some indicators in measuring one aspect or

construct. The procedure was to determine experimentally what factors are related to test performance. In a vocabulary test, the researcher made some items of vocabulary that can use to measure students' vocabulary achievement based on some criteria of vocabulary aspects. Before the pre-test and the posttest are conducted by the researcher, the instrument of the vocabulary test is checked by using inter-rater validity in which the researcher consults the instrument to the expert of vocabulary. The expert speaking gives their judgments based on the four aspects of vocabulary from Fries (1974:45) whether the vocabulary test is included the four elements of vocabulary or not. After the instrument of the vocabulary test is checked, the researcher gets the result that the instrument of the vocabulary test is valid based on the construct validity.

### 3.6.2 reliability

Reliability refers to the consistency of the measure. Hatch and Farhadi (1982:244) mention that reliability refers to the extent to which the test is consistent in its score and indicates how accurate the test score is. To measure the coefficient of the reliability between odd and even groups, the researcher uses the formula as follows:

$$R_{xy} = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{\{n \sum x^2 - (\sum x)^2\} \{n \sum y^2 - (\sum y)^2\}}}$$

Notes :

$R_{xy}$  = coefficient of reliability between odd and even number n that, is the number of students who followed the test

$\sum x^2$  = Total square of x (total score of odd number)

$\sum y^2$  = Refers to the complete square of y (total score of odd number)

$\sum xy$  =) The total score of odd and even number

(Hatch and Farhady, 1982)

Then, the researcher has computed the reliability using Cronbach Alpha using THE SPSS 28 below:

| <b>Reliability Statistics</b> |            |
|-------------------------------|------------|
| Cronbach's Alpha              | N of Items |
| ,747                          | 51         |

The criteria of coefficient correlations are:

0.00-0.19 = Very low

0.20-0.39 = Low

0.40-0.59 = Average

0.60-0.79 = High

0.80-1.00 = Very high

(Hatch and Farhady, 1982)

The Cronbach's Alpha value indicates that the instrument was reliable with average criteria. After computing the reliability, the researcher determined the Level of Difficulty (LD) and Discrimination Power (DP). The difficulty level and discrimination power can be seen in appendices 2 and 3.

Based on the table in appendices 2 and 3, 18 questions should be dropped because of their poor discriminatory quality. The researcher only used 30 questions from the trial to measure students' ability in vocabulary achievement.

This test was conducted to measure the level of difficulty (LD) and discriminatory power (DP) to determine the reliability and validity of the test. The trial results were used to measure the quality of the test as a research instrument. The score from the try-out test can be seen in appendix 1.

### 3.7 Level of Difficulty

The difficulty level is used to classify the test items into difficult and easy ones. The items should not be easy for the students. To see the difficulty of the test items; this research uses the following formula:

$$LD = \frac{U + L}{N}$$

The formula can be expanded as follows:

*LD* = Level of difficulty

*U* = The proportion of upper group students

*L* = Refers to the proportion of lower group students

*N* = The total number of students following the test

This research determines the student's ability in upper and lower students. It was purposed to balance the total of the students even though some upper students did not pass the standard criteria. The upper students were the students who had scores more than 50, and the lower students had scores lower than 50.

Table 3.5 Level of difficulty of Vocabulary Test

| No.          | Computation | Criteria  | Total Items |
|--------------|-------------|-----------|-------------|
| 1.           | <0.30       | Difficult | 8           |
| 2.           | 0.30 – 0.70 | Average   | 6           |
| 3.           | >0.70       | Easy      | 36          |
| <b>Total</b> |             |           | <b>50</b>   |

The criteria are:

<0.30 : Belongs to the difficult question

0.30-0.70 : Refers to average question

>0.70 : Mean that is an easy question

{Heaton 1975:182 in Hayani (2012)}

Based on the result of the try-out test, it could be inferred that there were six items with more than 0.70. It means that the items were easy, and there were eight, less than 0.30. It means that the items were difficult. Meanwhile, 36 items were average to reference for the pre-test and the post-test. The resulting detail is shown in appendix 2.

### 3.8 Discrimination Power

The discrimination power (DP) refers to the extent to which the item differentiates between high and low-level students on the test. To know the discrimination power of the test, the researcher uses the following formula:

$$DP = \frac{U - L}{\frac{1}{2}N}$$

Note:

DP = Discrimination Power

U = The total of the correct answer of the higher group

L = The total of the correct answer of the lower group

N = Total number of students

Table 3.6 Discrimination Power of Vocabulary Test

| No.          | Computation | Criteria     | Total Items |
|--------------|-------------|--------------|-------------|
| 1.           | Negative    | Bad          | 2           |
| 2.           | 0.00 – 0.20 | Poor         | 4           |
| 3.           | 0.21 – 0.40 | Satisfactory | 12          |
| 4.           | 0.41 – 0.70 | Good         | 29          |
| 5.           | 0.71 – 1.00 | Excellent    | 3           |
| <b>Total</b> |             |              | <b>50</b>   |

The criteria are:

a) DP = 0.00-0.20 = Poor items

b) DP = 0.21-0.40 = Satisfactory items

c) DP = 0.4-0.70 = Good items

d) DP = 0.71-1.00 = Excellent items

e) DP = (Negative) = bad items (should be removed)

(Shohamy,1985)

Based on the discrimination power calculation, the vocabulary test result showed that there were 2 negative items question of the try-out test which means that the items were bad and should be dropped. There were 4 poor items discrimination, which means that items could not fulfil the standard of discrimination power since those items have discrimination power under 0.21, meaning that the items need to drop. There were 12 satisfactory items discrimination that all items are in 0.40 - 0.70 while good items must be above 0.70, then these 12 satisfactory items discrimination should drop. Meanwhile, 29 good items and 3 excellent items were administered as the reference for the pre-test and post-test. The detail of the result was showed in appendix 3.

### 3.9 Data Analysis

Analysing data is a process to findings data into research. Based on the problem statement, the data needed in this research was the achievement of the English vocabulary of junior high school students before and after the student being taught through an animation video.

To analyse the data, the researcher needed to calculate the average and find the mean of the student's score. In calculating the mean and the percentage, the researcher applied the formula below:

$$\text{Mean (X): } X = \frac{\sum X_n}{N}$$

Notes:

X: Mean

X<sub>n</sub>: Data value

N: The number of samples

(Purwanto, 2009)



### **3.10 Hypothesis Testing**

After collecting the data, the researcher analysed the data using one group pre-test and post-test to determine if there were any significant improvements in students' vocabulary achievement before and after implementing the animation video.

The hypothesis of this research was:

Ha: There is a significant improvement in students' vocabulary achievement after being taught through an animation video.

Ha = Sig. < 0.05

The researcher used the dependent t-test calculated using SPSS 28.0 for Windows to test the hypothesis.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

This chapter presented two points, conclusions and suggestions. Those two points were described as follows:

#### **5.1 Conclusion**

The purpose of this research was to determine whether animation videos can improve students' vocabulary achievement or not and to determine students' responses to using animation videos. The results of the research were as follows:

1. Based on the results of the use of Animation Video in improving the students' vocabulary achievement, this strategy can be used effectively and as an alternative way of teaching English Vocabulary. This strategy makes it easier for students to understand the material. This strategy is easy to implement and interesting, which makes student learning activities more enjoyable. The students were actively involved in the teaching-learning process.

In addition, to find out whether there was an improvement in students' vocabulary achievement after using animation video, the researcher tested the significant pre-test and post-test levels. It can be seen from the computation that the mean score of the student's pre-test was 40.2 and became 73.4 in the post-test, with 33.2 as the gain score. It means there was an improvement in the average score and total of the students who passed the test from pre-test to post-test. Therefore, the researcher concludes that media animation video was effective to be used to improve the student's vocabulary achievement.

2. By analyzing the student's questionnaire, the researcher found that using animation videos positively affected the student's responses. It can be seen from what has been explained in the previous chapter that most of the students' responses were positive responses.

## **5.2 Suggestions**

### **1. For the English teacher**

The researcher suggests that English teachers use animation videos as an effective strategy for teaching vocabulary. The teacher needs to find a good animation video as media for the teaching and learning process. Selecting suitable material and media in the teaching and learning process can help the teacher to make the student understand, focus, and remember the material.

### **2. For other researchers**

Other researchers who want to research in the same way must prepare better material to ensure this method is useful. They have to explain every step clearly to avoid students' misunderstanding.

They also have to know how to solve the student's problem with this strategy. This research was done at the junior high school level. Therefore, further researchers can try to find out the use of animation videos in different levels of schools.

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